DOCUMENT RESUME

ED 146 323 CE 008 824

AUTHOR Hawkinson, Bruce
TITLE S with or without a Squiggle. An Office Education Mini Curriculum Manual on Plurals & Possessives.
INSTITUTION New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.
PUB DATE 76
NOTE 37p.; For related documents see CE 008 821-831
AVAILABLE FROM Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Business Education; *Business English; *Case (Grammar); *Grammar; Instructional Materials; Learning Activities; Manuals; *Office Occupations Education; *Plurals; Secondary Education; Syntax; Tests; Writing Skills
IDENTIFIERS New Mexico

ABSTRACT

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in the use of plurals and possessives. Included are terminal and specific objectives, grammar rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series--CE 008 821.) (BM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED146323

S with or without a Squiggle

An Office Education Mini Curriculum Manual on
PLURALS & POSSESSIVES

By BRUCE HAWKINSON, Editor-Writer
Sandia Laboratories, Albuquerque, New Mexico

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
George S. Amsbary
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

CURRICULUM ADVISORY COMMITTEE: Jeanne Hightower (State Supervisor); Adalee Cook, Santa Fe; Donna Denton, Albuquerque; Wanda Harriman, Ft. Sumner; Barbara Logan, Albuquerque; Marsha McVey, Dexter; David Morgan, Thoreau; Rose Womack, Truth or Consequences; Linda Gammill (Asst. State Supervisor)

CE 008 824

NEW MEXICO STATE DEPARTMENT OF EDUCATION
1976

© 1976 New Mexico State Department of Education, Santa Fe, New Mexico 87503

NEW MEXICO STATE BOARD OF EDUCATION

Herbert E. Walsh, President, Gallup
Joseph Romero, Vice-President, Espanola
Virginia Gonzales, Secretary, Santa Fe
Frederic G. Comstock, Albuquerque
Virgil Henry, Hobbs
L. Grady Mayfield, Las Cruces
Henry L. Rodriguez, Albuquerque
Lois M. Tafoya, Belen
George O. Teel, Hope
Lydia C. Wright, Albuquerque

Leonard J. DeLayo, Superintendent of Public Instruction
Robert Ruiz-Esparza, Deputy Superintendent of Public Instruction
Weldon Perrin, Assistant Superintendent, Instructional-Vocational Division
Wilma Ludwig, Director of Vocational Education
George S. Amsbary, Director, Vocational Curriculum Development

What you'll find in this booklet

The point of this booklet (TERMINAL OBJECTIVE)	PAGE 1
Specifically, what you have to be able to do (SPECIFIC OBJECTIVES)	PAGE 2
Things to know about Plurals and Possessives (INFORMATION)	PAGE 5
Tasks (PRACTICE ON ACHIEVING THE OBJECTIVES)	PAGE 23
The Test	PAGE 29

THE POINT OF THIS BOOKLET
(i.e., Terminal Objective)

When you are able to show that you know (and can apply) all the rules given in this booklet for forming plurals and possessives – that means, when you've studied the objectives, read the INFO pages carefully, done the TASKS successfully, and gotten at least 8t per cent on the TEST at the end – you'll be able to distinguish correctly between possessives and plurals on almost any job you get.

OBJECTIVE
OEM3-2

SPECIFICALLY, WHAT YOU HAVE TO BE ABLE TO DO:
(i.e., Specific Objectives)

After you finish this booklet, here's what you'll be able to do:

1. Identify which of the given noun forms are plural and which are possessive.
2. Match terms pertaining to knowledge of plurals and possessives with their definitions.
3. State how most singular nouns in English become plural.
4. Form plurals of at least seven of a given list of singular nouns ending in *s*, *sh*, *ch*, *z*, *x*, or *o*.
5. Form plurals of at least seven of a given list of singular nouns ending in *y*.
6. Form plurals of given singular proper nouns ending in *y*.
7. Identify correct plural forms among given nouns that form plurals with letters other than *s*.
8. Identify correct plural forms among given symbols, numerals, or letters used as words.

9. Identify correct plural forms among given words that form their plurals by the change of internal letters.

10. Identify correct plural forms of compound nouns in given sentences.

11. Write the correct possessive form of certain words in given phrases.

12. Delete unacceptable singular possessive forms from a given list of words.

13. Delete unacceptable plural possessive forms from a given list of regular plural nouns.

14. Identify acceptable plural possessive forms from a given list of irregular plural nouns.

15. Identify those sentences in a given list that contain acceptable compound possessive forms.

16. Identify those sentences in a given list that contain acceptable use of possessive forms with gerunds or participles.

17. Identify those sentences in a given list that contain correct use of the words "its" and "it's."

OBJECTIVE
OEM3-5

1st THING TO KNOW ABOUT PLURALS AND POSSESSIVES

S WITHOUT a squiggle (Apostrophe) means PLURAL; S WITH a squiggle (Apostrophe) means POSSESSIVE . . . most of the time.

- That sounds as if the whole thing were simple: Possessives have apostrophes. Plurals don't. Why do we need more than this one page? Well, for one thing, some words can be *both* plural and possessive. In the two lists, for example, the bicycles belong to (are possessed by) several (*plural*) girls; the water belongs to several (*plural*) ducks. Note that these apostrophes come after the *s*, not in front of it as they do with boy's (*one boy's*) wagon or Smith's (*one Smith's*) house.

Plurals	*Possessives*
boys	boy's wagon
girls	girls' bicycles
houses	Smith's house
ducks	ducks' water

- For another thing, most good writers of modern English use a possessive form only when speaking of living things, but not when speaking of inanimate things. For example: *The man's shoulder is soft.* BUT, *The shoulder of the road is soft.* OR, *The boy's hand touched me.* BUT, *The hand of fate touched me.*
- For another thing, all this is only most of the time. Sometimes possessives don't have apostrophes. Sometimes plurals don't have an *s*. Sometimes apostrophes are used just to make singulars into plurals. *SO WE NEED TO KNOW MORE THINGS.*

2nd THING TO KNOW ABOUT PLURALS AND POSSESSIVES

You have to know at least six definitions before you can understand the rules.

The words you have to know the meanings of before you can understand the rules are: *noun, singular, plural, possessive, compound noun, gerund.*

What's a NOUN? The name of a person, place, thing, quality, idea, etc.

What's a SINGULAR? A noun referring to one and only one of something.

What's a PLURAL? A noun referring to two or more of something.

What's a POSSESSIVE? A noun with an ending which takes the place of *of* (or *by*). Compare these two lists:

the temper *of* the teacher	*the teacher's temper*
the novels *by* Vonnegut	*Vonnegut's novels*
the ambition *of* the boy	*the boy's ambition*
the shoulder *of* the baby	*the baby's shoulder*

What's a COMPOUND NOUN? As used here, a noun made up of two or more parts, sometimes hyphenated, often split, but never joined. For example: *brother-in-law; court martial; passer-by; power play.*

What's a GERUND? (pronounced jair und) A noun formed by adding *ing* to a verb. For example: *Kissing* is my favorite extracurricular activity. *Sledding* is becoming a popular sport. I was tired of her *whining.*

3rd THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Plurals – Most singular nouns become plural when you add just an s to them.

In other words, most of the time an *s* at the end of a noun signals "plural." The trouble is there seem to be so many exceptions that you may think adding *s* to make a plural is only one of a hundred ways. Cheer up. Adding *s* is still the most frequent and there are only seven (7) kinds of exceptions.

1. You have to add *es*, rather than *s*, after certain word endings (see 4th thing).
2. You have to change the last letter of the word and add *es* for certain kinds of words (see 5th thing).
3. Certain kinds of nouns don't follow that rule (see 6th thing).
4. Some nouns become plural with the addition of letters other than *s* (see 7th thing).
5. Believe it or not, some nouns become plural, but not possessive, by adding apostrophe – then *s*! (see 8th thing)
6. Some nouns become plural by changing one or two inside-the-word letters (see 9th thing).
7. Compound nouns become plural in different ways, depending upon how important each part of the word is (see 10th thing).

4th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Plurals – add es when the singular ends in s, sh, ch, or z, and sometimes after x or o.

This is another one of those rules you simply have to memorize. Here are some examples to help:

Singular	*Plural*
grass	grasses
push	pushes
mush	mushes
church	churches
couch	couches
buzz	buzzes
fuzz	fuzzes
box	boxes
hero	heroes
potato	potatoes
echo	echoes
tomato	tomatoes
torpedo	torpedoes

5th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Plurals – When singular ends in y preceded by a consonant, change y to i and add es.

You know this rule, but here are examples, anyway.

SINGULAR	*PLURAL*
(*y* preceded by consonant)	
party	parties
battery	batteries
fairy	fairies
(*y* preceded by vowel)	
monkey	monkeys
play	plays

6th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Plurals – Proper nouns ending in y always need only an s added to become plural.

What's a "proper" noun? That's the kind of noun that always begins with a capital letter – you know, like your name, or the name of a country, a city, or a state. All this rule says is that if *such* a noun ends in *y*, it doesn't follow the rule on the page before.

In other words, here are some examples:

SINGULAR	*PLURAL*
There is one *Mary* in class.	There are five *Marys* in the class. (Not Maries)
One *Murphy* is enough.	Many *Murphys* are Irish. (Not Murphies)
Helen *Reddy* is cool.	All singers should be Helen *Reddys*. (Not Reddies)
I visited *Albany*, N.Y.	There are several *Albanys* in the U.S. (Not (Albanies)

7th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Plurals – Some singular nouns become plural by adding letters other than s.

- Some become plural by adding *en* or *ren*.

SINGULAR	*PLURAL*
child	children
ox	oxen
brother	brethren (actually, this is old-fashioned; "brothers" is the usual plural.)

- Some become plural by adding an *a*.

SINGULAR	*PLURAL*
datum	data
medium	media
curriculum	curricula

(NOTE: Since these "um" words all come from Latin, and since a lot of people think Latin is a dead language, or don't understand it, they think *data* and *medium* are singular and that curriculums is the correct plural. As a result, those forms are also correct – unless you're writing to someone who *does* know something about Latin.)

8th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Plurals – When you use letters, numerals, symbols, and words as things to pluralize, add an apostrophe and an s.

This sounds worse than it is. The examples will help:

SINGULAR	*PLURALIZED*
a letter – S	Don't use so many *S's* in your writing.
a numeral – 6 or 7 or 1970	She was at *6's* and *7's* in the *1970's*.
a symbol – π (pi)	There weren't many π's in the formula.
a word – and	You used seven *and's* in that sentence.

9th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Plurals – Some singular nouns become plural by the change of a letter or two within the word.

Again, nothing to do here but remember. Here are some examples:

SINGULAR	*PLURAL*
Mouse	Mice
Goose	Geese
Tooth	Teeth

(NOTE: Someone wondered if the plural for *spouse* was *spice*. It is not. It's *spouses*.)

10th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Plurals – The plural form of compound nouns is an *s* added to the important term in the compound.

Often in a compound noun (that is, two or more words thought of as one) the first term is the important term, and that's the one you add an *S* to, to form the plural. Examples:

SINGULAR	*PLURAL*
brother-in-law	brothers-in-law
passer-by	passers-by
court martial	courts-martial
man-of-war (a kind of ship)	men-of-war
editor-in-chief	editors-in-chief

And just about as often the last term is the important one, and you add your *S* to it to make it plural.

SINGULAR	*PLURAL*
power-play	power-plays
rock garden	rock gardens

Notice that compound nouns are usually a noun joined with something that describes it, and that it is the noun that is the important term – i.e., that gets the *s*.

11th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Possessives – Most singular nouns become possessive with an apostrophe plus s added.

For example:

If something belongs to a –	You change the spelling to –
– woman	– woman's
– man	– man's
– boy	– boy's
– girl	– girl's
– Mary	– Mary's
– Bill	– Bill's
– dog	– dog's
– cat	– cat's
– flower	– flower's

12th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Possessives – Singular nouns ending in s become possessive by adding an apostrophe always and sometimes also an s.

In other words, you may write *Keats' poems* or *Keats's poems, Charles' father* or *Charles's father,* depending upon whether you feel the word should be pronounced with an extra syllable or not. One syllable pronunciations: *Keats', Charles'.* Two syllable: *Keats's* (pronounced Keet-sus) or *Charles's* (pronounced Charl-sus).

You may write *Harris' letter,* but most people would pronounce the possessive with an extra syllable: *Harris's letter.*

On the other hand, most people would pronounce the possessive of *Hawkins* without an extra syllable: *The police found Hawkins' car.* NOT *Hawkins's car.* And almost everyone would refer to *that species' characteristics,* not to *that species's characteristics.* (The possessive would have to be pronounced *spee-see-sus.* OUCH!)

One final point – don't *ever* put the apostrophe *inside* the original word. In other words, never write: Hawkin's, Charle's, princes's, specie's.

13th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Possessives – To form the possessive of a REGULAR plural noun, just add an apostrophe.

- A *regular* plural noun is one that ends in *s* or *es*. For example: girls, dogs, boys, boxes. So, to make them possessive, simply add an apostrophe.
  - the girls' lockers were filled with books.
  - the dogs' dishes were empty.
  - The boys' class rings were stolen.
  - The foxes' pen was large.

That's easy. But what about those other kinds of plural nouns?

We'll learn about them on the next page. First, compare these two sentences:

"We hired a butler to stand at the door and call the guests' names."

"We hired a butler to stand at the door and call the guests names."

WHICH ONE WOULD MAKE YOU AN UNPOPULAR HOST OR HOSTESS?

14th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Possessives – To form the possessive of an IRREGULAR plural noun, add an apostrophe AND an s.

- An irregular plural noun is one that forms the plural without adding an *s*. For example: women, children, oxen, men. So, to make them possessive, add both an apostrophe and an *s*.

  – The women's clothes were on sale.
  – The children's teacher had a cold.
  – The oxen's yoke was heavy.
  – The men's reasoning was unclear.

  HINT: Always form the plural first. Then add the apostrophe or the apostrophe-plus-s, as necessary.

- Some common nouns make their plurals by changing a vowel or two in the singular. For example: one *goose*, two *geese*; one *mouse*, three blind *mice*; one *tooth*, five *teeth*. With these you're right if you make the plural possessive by adding apostrophe plus *s*. In other words, the following are okay:

  The geese's shelter leaked.
  The mice's nest was made of straw.

  But, they sound terrible when you read them aloud. It would be better writing if you wrote:

  The shelter of the geese . . . OR . . . The goose shelter.
  The nest of the mice . . . OR . . . The mouse nest.

15th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Possessives – Compound nouns become possessive with an apostrophe-plus-s added to the last part, unless they do not make a unit.

Here are examples of compound nouns that do make a unit:

SINGULAR	*PLURAL*
brother-in-law's	brothers-in-law's
Passer-by's	passers-by's
court martial's	courts martial's
man-of-war's	men-of-war's

And, some other examples:

"Simon and Garfunkel's greatest song is *Bridge Over Troubled Water*" OR
"Do you know Loggins and Messina's song *Angry Eyes*?"

BUT, if the terms do *not* make up one unit, like these, form the possessive with both terms. For example:

"I like both Twain's and Steinbeck's novels."
OR
"John's and Gladys's hats are lost."

16th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

Possessives – Use a possessive form in front of a gerund.

- For example:

  John's sneaking out of the office raised suspicion.

  OR

  Mary's crying upset us all.

- Don't confuse a gerund (*ing* form of a verb used as a noun), with a participle (a verb form used as an adjective). These, for example, don't need possessives:

  We found John sneaking out of the office.

  OR

  We saw Mary laughing.

17th THING TO KNOW ABOUT PLURALS AND POSSESSIVES

General– Don't confuse ITS (possessive) with IT'S (short for "it is").

What this really says is that apostrophes are also used to shorten some phrases or words (contract them), and that although you use apostrophes to make the possessive form of *nouns*, you do not use apostrophes to make possessives out of *pronouns*. Usually the possessive form of pronouns is spelled differently. Only that word "it" is spelled the same plus an *s*.

	NON-POSSESSIVE		*POSSESSIVE*	
	Singular	*Plural*	*Singular*	*Plural*
First Person	I	We	My, Mine	Our, Ours
Second Person	You	You	Your, Yours	Your, Yours
Third Person	He, She, or It	They	His, Her, Hers, Its	Their, Theirs

As a result, since you know this (you learned it a long time ago and maybe didn't realize that you did), you're not likely to make mistakes like this one: "Now the new Pontiac is *your's*." OR Now the money is all *hi's*

17th THING, Cont.

But many, many otherwise intelligent people would write: "The turkey had finished *it's* food." DON'T BE ONE OF THEM!

The problem is that we're used to seeing it's. That's because *it's* is a perfectly good spelling *if* it's a contraction for *it is*. If you can say the pronoun and verb in two words, use the apostrophe – that's the trick.

FINE – It's (It is) a boring parade.

TERRIBLE – Where is it's end?

FINE – Its food is corn.

TERRIBLE – It's food is corn.

Compare these two sentences:

It's a clever dog that knows it's master.
It's a clever dog that knows its master.

WHICH ONE SAYS THE DOG IS BOSS?

Tasks for Practice

TASK 1 – Add the Apostrophes

Correct as necessary (or circle the best construction when choices are given):

Once upon a time, in a small hut near the forests edge, lived an old woodcutter with his beautiful, blue-eyed daughter and her little pets – a dog, two cats, and two geese. Passer-bys OR Passers-by often stopped to admire the daughters beauty or to watch the pets at play in their pen.

One dark night the dogs barking and the cats meowing and the geese honking OR the honking of the geese woke both the father and his daughter. They could hear nothing – not even the grass's rustle OR grasses' rustle OR the rustle of the grass or the trees murmur OR the murmur of the trees. Then they heard the bell from one of the churches far down in the valley below them.

"It's the bell they ring when the prince and the prince's party ride through," said the woodcutter. "I don't like its OR it OR it's waking me," shivered his daughter. "The echos OR echoes sound almost like a babies OR babys OR baby's OR babys' cries OR crys OR crie's OR cry's. All those churchs OR churches in the valley ring their bells too often. Its OR It's true of other churches OR churches in other vallies OR valleys too."

TASK 1, Cont.

"Go back to bed now," said the father. "Tomorrow we'll tell the villages zoning commission that a peal deserves appeal."

The next morning as the old woodcutter made his way down the mountainside to the village, his daughter hiked back into the forest to a special glade she had considered hers ever since the Kings proclamation made it a Childrens Refuge years before.

"I hope Daddy's OR Daddie's appeal is going well," she thought as she stretched out on a large rock's face OR the face of a large rock. "Maybe he'll meet a nice young man who would like to marry me. Dad has always said he wanted several son-in-laws OR sons-in-law. I think he just wants to control two or three son's-in-law OR sons-in-law OR sons-in-law's OR sons-in-laws' OR sons-in-laws lands. But, now with Mothers death, he'll never have another daughter – and I will marry only once, and we'll live happily ever after . . ."

This reverie of hers slowly drifted into a dream: she would marry a handsome prince; she would have a princess's OR princes's OR princes' privileges and honor; husbands and wife's OR husband's and wife's happiness would be complete.

TASK 1, Cont.

As she dreamed, the young prince and his party were continuing their ride and were now in the kings forest, the one we know as the place of the girl's OR girls' sleeping. The prince has led several parties OR partie's or party's OR partys' through these woods before, and he knew of the glade with the large rock.

So they paused in the shadow of the trees OR the tree's shadow OR the trees' shadow and looked out into the quiet glade. And the prince's eyes fell upon the beautiful girl! It was love at first sight.

"But I must not startle her," he thought. "We will stay here quietly until the girl's OR girl waking makes it safe to approach her."

Just then an ugly toad hopped onto the rock where the girl lay dreaming. It pushed its nose into the girls hand, and she awoke. Rubbing the sleep from those big blue eyes of hers, she saw the toad. She started to rise and flee, but then in a voice too low for the princes hearing, the toad said, "Do not fear. I am a prince who was changed by witches OR witches' curses into a toad. Kiss me warmly on the lips and you will break the spell and give me a mans body again."

TASK 1, Cont.

So the girl picked up the toad and placed her warm lips full against his cold ones. Absolutely nothing happened to the toads shape. "Toads lie a lot," he said, his eyes dancing in mischief.

And the prince, watching the scene from the shadows, said to his party, "Lips that touch a toads lips shall never touch mine. We ride on." And they did.

TASK 2 – Find Errors

In a newspaper, find at least five examples of errors in forming plurals or possessives. Cut out the paragraph containing each error, attach it to a 3" x 5" card, and label it with the statement of the rule it breaks. Try for a variety of errors, not the same error made five times.

HINT: The best places to look will probably be in Letters to the Editor columns or in "underground" newspapers.

The Test

(for Objectives 1–17)

For Objective 1 – Write "PL" before each word that is plural and "POS" before each word that is possessive (not all words are applicable; you'll have some blanks).

____ a.	girls	____ e.	boys	____ i.	press
____ b.	crisis	____ f.	boy's	____ j.	presses
____ c.	girl's	____ g.	houses	____ k.	Bill's
____ d.	boy	____ h.	duck's	____ l.	bills

For Objective 2 – Match:

____ a.	Compound	____ c.	Singular	____ e.	Gerund
____ b.	Noun	____ d.	Possessive	____ f.	Plural

(1) Names a person, place, thing, or idea
(2) Verb form used as a noun
(3) Noun referring to one and only one.
(4) Noun referring to more than one.
(5) Takes place of *of* (or *by*).
(6) Contains more than one part.

For Objective 3 – State how most singular nouns in English become plural.

For Objective 4 – Form the plurals of at least seven (7) of the following nouns ending in *s, sh, ch, z, x, o.*

fuzz	shampoo
couch	hero
wish	index
tress	box

For Objective 5 – Form the plurals of at least seven (7) of the following nouns ending in *y*.

ply	fairy
flattery	play
donkey	whiskey
clay	whisky

For Objective 6 – Form plurals for only those y-ending nouns in the following list that are proper nouns.

Schenectady	Mandalay
Italy	Hemingway
Mahogany	Jerry
Rosemary	rosemary

For Objective 7 – Check which of the following are correct plural forms.

____childs	____curricula
____oxen	____oxes
____brothers	____children
____curriculums	____medium

For Objective 8 – Check which of the following symbols, numerals, and letters have the correct plural forms.

____s's	____8's
____ys	____1970's
____Xs	____is
____r's	____l'n

For Objective 9 – Check which of the following are in the correct plural form.

____a. blice	____d. beeth	____g. cobra
____b. teeth	____e. geese	____h. tooths
____c. mice	____f. spice	

For Objective 10 – Check the sentences which include correct compound plural forms.

____ a. That soldier is facing two courts martial.

____ b. He fired at three men-of-wars.

____ c. Passers-by could hear his angry refusals.

____ d. But his two brother-in-laws don't believe him.

____ e. That publisher has two editors-in-chief.

____ f. Our hockey team scored after two powers-play.

____ g. Our pet rock split to become two rock gardens.

For Objective 11 – Write the correct possessive form of each italicized word.

car of the *coach* _____

poems by *McKuen* _____

bus of the *company* _____

clothes of *Jerry* _____

For Objective 12 – Cross out the words which are *not* acceptable *possessive singular* forms.

James'	Ostrich's	cows'
James's	rhinoceros'	Harris's
Jame's	horses	Harrises'

For Objective 13 – Cross out the words which are *not* acceptable *possessive plural* forms.

ladies	girls	ladies'
lasse's	general's	poodle's
lasses'	babies	ostriches'

For Objective 14 – Circle the acceptable *possessive plural* forms.

mices'	womens'	children's
mouse's	tooth's	fairie's
mouses'	oxen's	man's

For Objective 15 – Check the sentences which include acceptable compound possessive forms.

____ a. Wilson and Tate's law firm will represent him.

____ b. In jail, he has asked for Funk's and Wagnall's dictionary.

____ c. He also wants copies of Wilder's and Miller's plays.

____ d. But he rejected a copy of Rogers and Hammersteins' *South Pacific*.

____ e. His sister's-in-law opinion is that he is innocent.

____ f. The brothers-in-law's opinion is that he is guilty.

For Objective 16 – Check the sentences which include acceptable gerund or participle forms.

____ a. I heard Susan's crying.

____ b. They paid no attention to Sam leaving early.

____ c. But John's refusing to testify bothered all of them.

____ d. There was Mary climbing a fence.

For Objective 17 – Check the sentences containing only acceptable forms:

____ a. We know it's late when the cat licks it's paws.

____ b. You know its not yours.

____ c. Susan thinks it's her's.

____ d. We know it's not John's or Sam's; theirs are blue.

____ e. I know what Susan needs; it's a belt in the mouth.

OE COS 824